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Ontario Department
of Education

Recommendations and information for Secondary School Organization leading to Certificates and Diplomas

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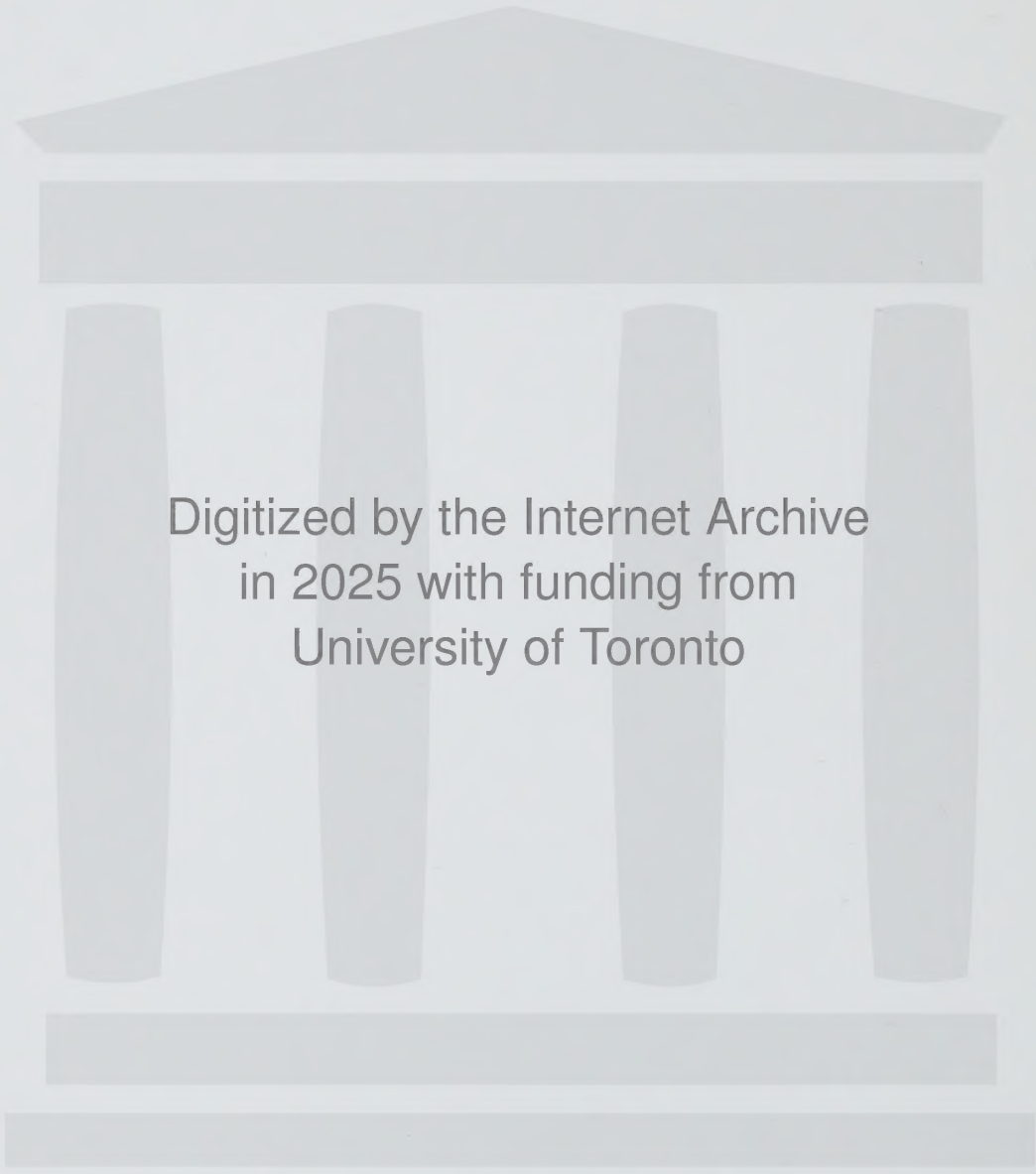
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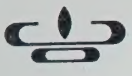

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of Education

Recommendations and information for Secondary School Organization leading to Certificates and Diplomas

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Introduction

This document contains two sections, A and B. Section A has been designed to provide guidance for school personnel who are planning new organizational patterns or who are already operating schools organized on new patterns. Section B is similar to H.S. 1 of 1968–69 and outlines the organization of schools that wish to operate for the present under the established program and branch structure.

The provisions under the heading "Information Regarding Diplomas and Certificates", beginning on page 42, apply to both Section A and Section B.

An approach to the student's program

"The only avenue towards wisdom is by freedom in the presence of knowledge. But the only avenue towards knowledge is by discipline in the acquirement of ordered facts. Freedom and discipline are the two essentials of education." (Whitehead)

Recent changes in Ontario's educational legislation, in the function of the Department of Education, and in the operation of many Ontario secondary schools indicate that the roles of freedom and discipline are being re-assessed in schools as in other parts of our society. New thinking on basic issues is producing new patterns for growth and development.

The position of the secondary school in a technological society is a complex one. Teachers must look to and understand the objectives and achievements of elementary schools while at the same time maintaining close contact with new developments in post-secondary education and in the varied fields of employment. Responsibility to the student prohibits failure in any of these vital orientations.

Educators in secondary schools carry responsibility for facilitating the growing social, intellectual, and emotional maturity of both the young and older adolescent. Basic knowledge, skills, and aptitudes which have already been established must become more highly developed in keeping with the increased demands of life in Canadian society. The vital qualities of curiosity and imagination require consistent yet delicate stimulation. Among the basic principles of education there is also the fact that one of the greatest contributions a school can make to its students is to develop in them an active desire to continue learning throughout their lives.

In many Ontario communities the challenges of these fundamental aims of the secondary schools are being faced in new ways. Seeking an opportunity to relate more deeply to the individual student and to involve the student more actively in educational decision-making, principals and teachers alike are changing traditional curricular and organizational patterns. New solutions are being sought to new problems in our constantly changing society.

Section A
A proposal for change

The broad guidelines contained in Section A are designed to assist those schools already committed to a new course and to suggest possibilities to those other schools where a re-examination of educational means and ends is currently taking place. It must be stressed that the publication of these suggestions for school organization and program development does not make them obligatory at this time. As stated last year, schools are at liberty to adopt part A in its entirety, to follow part B, or to plot a course between A and B in keeping with the needs of their students and the facilities and resources available. **It is strongly recommended that preceding the adoption of any new plan in a school, the principal, his staff and his students discuss thoroughly the new educational pattern and prepare an on-going program of information to the community and of inservice professional development and evaluation.**

The basic elements in the new pattern are:

- the utilization of a **credit system** as a means to greater freedom of student choice within an expanding range of curricular choices;
- the organization of student curricular choices on the basis of broad **areas of study** to ensure awareness of each of these areas of man's experience, to permit greater flexibility of choice, and to avoid the restrictive effects of student classification by Branch or Program;
- the **adaptation of courses** of study within the school so that a student may be able to choose a program which will allow him to achieve his full potential; and
- the creation of more flexible schedule patterns permitting **individual time-tables** for students in relation to their changing needs and interests, abilities and achievements.

Each student should have a program suited to his individual needs and aspirations

The primary purpose of a school is the development of each student to the maximum of his potential. Every decision as regards courses of study, teaching techniques, organization, and administration must be made in the light of this aim. It follows, therefore, that student participation in the process of decision making is particularly desirable in the secondary school.

Certain basic principles evolve from this approach:

1 The offering of a variety of courses

A student's program at any given time should reflect his current state of development. The boredom of some students and the frustration of others should be relieved by enabling each to select courses best suited to his interests and abilities. An individual time-table allows each student to work close to his own level in courses appropriate to his special interests and abilities. A student should have the opportunity to reach ahead in some subjects and to take more basic courses in others. This objective can be achieved if courses with different approaches and intensity are offered in each of many subjects. Subject promotion makes it possible for a student to repeat courses in which he has not achieved acceptable standards without having to repeat others in which his progress has been satisfactory.

2 The full range of curricular offerings within a school available to each student

The choice of courses or units within courses by a student should depend upon his needs and interests, achievements, and abilities. A school program should provide a considerable choice of elective courses and units within courses in order to foster the particular interests and abilities of each student. Although a student's choices might be dictated by the entrance requirements of institutions of further education, this restriction need not be incompatible with his interests and needs. A student must, however, gain some acquaintance with all the broad areas into which man's knowledge may be loosely categorized.

3 Time-tabling flexible enough to achieve sound educational objectives

School schedules should facilitate educational techniques which involve varied sizes of student groups (including individual and independent study), new patterns of time allotment, new approaches to learning and teaching, and the restructuring of courses to include multidisciplinary learning. The "knowledge explosion" in most subject fields indicates the futility of emphasizing only the gathering and memorizing of large numbers of facts and details. It is more important in most subjects that students learn to investigate, think, analyze, synthesize, interpret, and record. School organization should allow learning processes based on inquiry and research by the student, on individual and independent study, on group instruction, on small-group interaction, and on the use of learning materials centres. Thus teachers and students can select learning conditions best suited to the needs of the student and to the nature of the subject. Teachers become guides and planners, helping students learn by the most appropriate means within a framework of mutually established goals.

Building a student program

Ontario students have benefited during recent years from the introduction of the Reorganized Program of Studies. This program has been accompanied by the construction of outstanding commercial and technical facilities in schools and has resulted in the development of a variety of new courses of study to meet more adequately the needs of young people.

To build upon and further expand existing programs and to encourage educational evolution the following plan based upon broad Areas of Study is proposed.

Areas of study

An **area of study** may be defined as a broad segment of man's knowledge and inquiry. The diploma requirements are designed to ensure that each student obtains some experience in each of these broad areas of knowledge and inquiry while still permitting a substantial degree of specialization if desired.

To avoid inappropriate choices amidst a wealth of individual offerings each student must be given accurate information, his interests and aptitudes assessed, and his timetable carefully planned.

Each principal in consultation with his staff should tabulate the courses offered in his school under the broad areas – **communications, social sciences, pure and applied sciences,** and **arts.** The example below illustrates one way in which some of the subjects in the school program might be classified under these headings.

Communications

– those studies which are primarily concerned with man's interchange of thought and with all modes of human expression.

This area of study could include such subjects as the following:

Classical languages	English
Creative writing	Français
Data processing	Modern languages
Drafting	Shorthand

Social sciences

– those studies which are primarily concerned with man's unique nature and the spatial and social forces which affect his destiny and his interaction with the environment in which he lives.

This area of study could include such subjects as the following:

Economics	Man in society
Geography	Marketing
History	World politics

Pure and applied sciences

– those studies and the skills facilitating them which are primarily concerned with the properties of matter and energy and the conditions of their interaction, and with the application of this understanding to the solution of practical problems.

This area of study could include such subjects as the following:

Business machines	Mathematics
Elements of technology	Sciences
Industrial arts	Space and man

Arts

– those studies which are concerned with the aesthetic nature of man and the creative expression of that nature.

This area of study could include such subjects as the following:

Art	Music
Graphic arts	Physical education
Home economics	Theatre arts

In preparing the list of studies under each area, each principal and his staff may find the following points worthy of consideration:

(a) There are several subjects which, according to the content or the stress given, are logically appropriate in more than one area of study and for which a suitable assignment to an area or areas may depend upon emphasis given and method of approach. Principals may find it useful to assign such subjects to more than one area in their planning.

(b) The current technical and commercial courses exhibit a great diversity in character, function, and approach. New approaches in these fields are making the offerings of a more general educational nature. In this light, and also to permit the continuance of the benefits of current technical and commercial programs, there would be merit in a distribution of these subjects across all four areas, rather than a concentration in any one area. Thus, the communications area might include shorthand, business correspondence, and the variety of current drafting courses.

(c) The organization of study into broad areas rather than by branch and program will mean that designations such as "five-year", "four-year", "two-year", "occupational", etc., will no longer be required. Each student will be choosing a program over the full range of offerings according to his needs and according to his aptitude and interest in an area of study. It is anticipated that the actual program chosen by the individual student will include courses over the full range of offerings of a school. Furthermore, it is envisaged that his choices will vary from year to year, or even from semester to semester.

(d) Provision for the full range of individual differences within any subject, course, or class will require adaptation of courses of study.

The present course outlines available from the Department and others being developed offer a framework upon which courses of study can be developed at the local level to meet the needs, interests, and aptitudes of the students. Assistance in adaptation can be provided by the Department of Education program consultants, who have been directed to give priority to this type of service.

New or experimental courses

1 The permission of the Minister of Education for local adaptation of provincial curriculum guidelines is not required.

2 However, new or experimental courses not included in the rationale of existing Departmental guidelines require examination for purposes of credit towards an Ontario school graduation diploma.

3 The chief education officer for a school board should send a request for approval for credit purposes, along with an outline of the nature of the studies to be undertaken, **to the Regional Director of Education.**

4 The Regional Director will enlist the support of the program consultants and central office curriculum personnel in examination of the course and assisting local officials with its design.

5 The notice of intent should be sent well in advance of the proposed introduction of the course.

6 Requests for approval to use textbooks not listed in Circular 14 or not covered under Section 5(c) of that circular, must be submitted to the Regional Director of Education for the attention of the provincial Superintendent of Curriculum. It is likely that many textbooks envisaged for use with new locally developed courses will be in this category.

The credit system and diplomas

To provide a wide choice of subjects and to facilitate a system of subject rather than grade promotions, the following credit system is approved.

Definition of credit

A credit is defined as successful completion of a course containing work that normally would be completed after 110 to 120 hours of scheduled time. Where the credit unit is adapted to the semester, trimester, or summer school system, lesser units than a full credit may be allowed.

Diploma requirements

A Secondary School Graduation Diploma will be granted on the recommendation of the principal of the school in which the candidate completes his final diploma requirements. The diploma requirements under the credit system are:

1 The successful completion of a minimum of 27 credits on the following basis:

At least one credit from each of the four Areas of Study in each of the student's first two years at the secondary level – (8 credits).

At least one further credit after the first two years from each of the four Areas of Study – (4 credits).

A further 15 credits over the four years of study.

2 The total package is to cover the former grades 9–12 courses leading to the Secondary School Graduation Diploma.

3 Within this framework of 27 credits the principal may make specific prescriptions with the approval of the parents on the basis of the needs of a student and the facilities and program available.

Note 1 In situations where a candidate enters an Ontario secondary school organized on a credit system at a point later than the present grade 9, or when a school is in process of implementing a credit system, the recommended further credit requirements for diploma purposes are:

With one completed year at the secondary level – a total of 20 credits.

With two completed years at the secondary level – a total of 13 credits.

With three completed years at the secondary level – a total of 6 credits.

Note 2 Principals should make every effort to ensure that students who are capable take more than the minimum program required for graduation.

Planning and guidance services

Rationale

Conflicts between the rights and ambitions of the individual and those of the surrounding society have become characteristic of our age. Canada values and cherishes both codes of rights and encourages the maximum freedom of the individual within the broad terms of reference of a common good.

Rooted in the philosophy of the fundamental worth of the individual and reflecting the reality of individual differences is the ambition of educators to provide an education carefully fitted to the needs, aptitudes, and aspirations of every child. The expression of such an ambition is to be seen on one hand in many recent curricular changes and, on the other, in the attempts being made to provide an individual time-table for every student. The undertaking, like that of reconciling the needs of the individual with those of society, is a difficult one.

Planning

The planning of a high school which will permit differentiated rates and channels of progress for individual students requires more time, energy, and resources than have normally been devoted to time-tabling. The definition of credit proposed in this document establishes time as a genuinely flexible resource and permits the utilization of longer or shorter weeks, block or modular schedules, annual, semester, or trimester organizations. Out-of-school activities which are part of the curriculum can be incorporated under the term "scheduled time". The decision in each of these areas is the prerogative of the school.

Apart from the broad prescription concerning Areas of Study and any statutory requirements which may exist, there is no compulsion towards specific subjects for the granting of a diploma. Individual schools may choose to make English or Français, physical education, or other subjects compulsory – but, again, such a decision becomes a local and professional decision made in the best interests of the student.

Some schools or departments may adopt team-teaching or variable grouping arrangements of classes. Large, medium, and small groups each have distinct advantages in given situations, but each creates special demands on planning. If the formal "class" is no longer used as an organizational or instructional unit, the principal should provide a system in which each student can "relate" to a particular teacher who acts as an advisor and when required directs the students to appropriate sources of help and advice.

Guidance services

Relaxation of branch prescriptions and the greater freedom of curricular choice extended to students will certainly place heavier demands upon the consultation resources available in the schools. It is suggested that principals pay particular attention to this factor in their initial planning; otherwise the regular counselling service available in the school may be strained beyond the limits of effectiveness.

The building of individual programs for each student necessitates the development of procedures for early and continuous assessment of individual potentialities and achievement. Adequate guidance services are essential in easing the adjustment of new students into the school, in assisting staffs in feeder schools in their preparatory discussions with students, in providing a satisfactory flow of educational and vocational information to students, staff and parents, and in maintaining a continuous counselling service for students throughout their school life.

Where curricular choices are made contrary to the advice of the principal and his staff, responsibility must be assumed by the student concerned and his parents.

Where a student in his curricular choices has persistently and clearly demonstrated inability to meet success in a course or level, he may, after consultation, be transferred by the principal to an alternative course or level in which he will be expected to succeed.

Section B
Programs of study

The programs of study described permit, subject to limitations of accommodation, enrolment, and teaching staff, the provision of courses that offer a good general education and that are adapted to the requirements of students having varied interests, abilities, career plans, and educational objectives. In organizing his school under the programs of study, the principal should endeavour to make as fully as is practicable those arrangements which will permit students to enrol in courses suited to their special aptitudes and interests.

The development of the full potential of each student by the promotion of interested, sustained effort throughout the full program of study in which he is enrolled must be a basic consideration in planning the organization of the school.

The value of careful and judicious counselling of students with regard to the branch, program, and optional subjects to be selected must be emphasized.

It is desirable that the school time-tables (a) provide flexibility in the choice of optional subjects available in each branch or program, and (b) permit the transfer of students within reasonable limits from one program to another within a branch.

With minor exceptions noted hereafter, the obligatory and optional subjects are the same in grade 9 for each of the three branches leading, respectively, to the type of career indicated by the name of the branch. The grade 13 course in the five-year program of each branch is the same with regard to subjects of study, standards, and the diploma awarded.

Note In schools where French is the language of instruction, reference should be made to the amendments to The Secondary Schools and Boards of Education Act, 1968.

Suggestions and recommendations for the programs in all branches

1 The programs of study

In order that the programs of study may best serve the needs of the large numbers of students for whom they are designed, teaching staffs should become clearly aware of the principles that underlie the planning of the programs in order to apply these principles in the classrooms. The four-year program in each branch, for example, has a highly important educational purpose for a large group of students who will share usefully in the responsibilities of adult citizenship. The more definite grouping of students according to their aptitudes and career plans which may be arranged where the several programs are available will facilitate the instruction of each student to the full extent of his ability and willingness to achieve.

2 Organization

All time allotments are shown in terms of a 45-period week since this organization is commonly used. A principal is free, however, to adopt any reasonable modification, and one who is planning to organize his school on the basis of a personal time-table for each student may make the alterations necessary to schedule subjects in units of five periods or suitable modules. In these circumstances, he should endeavour to keep the total time allotted to a subject, from grade 9 through grade 12, approximately as suggested for the 45-period week. He should also ensure that adjustments are made to the courses to reconcile content and time allotment.

The principal, in assigning teaching duties, should give consideration not only to the number of students but also to the number of different preparations with which the teacher will be concerned.

Subjects may be semestered wherever this is advantageous.

It is understood that assembly periods will be arranged equitably with regard to teaching time for the subjects.

3 Options

Careful consideration should be given before providing courses for fewer students than is economically sound.

A new optional subject should be offered only if, in addition to a reasonable number of students, a teacher well qualified for the work, a proper course of study, and suitable accommodation and equipment (including textbooks) are available.

Students of the Business and Commerce and of the Science, Technology, and Trades Branches must be given priority in the assignment to classes of vocational accommodation in the school.

4 Library

In view of the vital part that library resources must play in the implementation of new curricula, and in the educational development of students generally, it is essential that all students be given the opportunity to profit from the rich experience to be derived from teaching and research in the library both during class periods and at other times of the day.

To afford students every opportunity for use, the library should be open for service continuously from 8.30 a.m., through the lunch periods, until at least one hour after the end of classes. If desired by students and teachers, and if staff is available, the library may be opened in the evenings and on Saturday for library service and for study.

The library should be available for use by class groups, by seminar groups and by individual students, as much as possible during class hours. It should not be a home classroom, and principals should avoid scheduling the library as a subject classroom. It should be a free-use area during activity periods.

A grade 9 library program, conducted by a trained school librarian, is essential for all first-year students. While this program serves to introduce these students to the materials, the organization, and the services of the library, it should emphasize reading, experience with subject resources, and instruction in research techniques in support of the program of the grade 9 classes.

For the best program each grade 9 class of all branches should have one library period per week or cycle with the trained school librarian in charge of the period. When it is necessary to place a teacher in charge of the library who is untrained in school librarianship, a bi-weekly or monthly visit by grade 9 classes to exchange books may be sufficient.

The grade 9 program, however, should not occupy the library to the exclusion of other classes, and of senior students who have time allotted for library research. In large schools of 1,500 and more students, where the library quarters accommodate only one class group, it is advisable to arrange the grade 9 library period on alternate weeks or cycles, in order to leave more periods open for subject classes of grades 10 to 13. Teachers of these grades in any subject should have the opportunity to arrange periods in the library for their classes, or parts of their classes as required.

Students on spares, particularly grade 13 students, should be permitted to use the library for research during their spare periods.

Classes in the two-year and the occupational programs should have a regular library period with emphasis on reading. These periods may be conducted in the classroom if the teacher deems it advisable.

5 Physical education

The course in physical education and the related course in health are included in one course known as physical education. Of the four obligatory periods for the subject in each of grades 9, 10, 11, 12, three periods will be assigned to an activity program either indoors or outdoors and one period to instruction in health.

6 Guidance

The provision of adequate guidance services throughout the secondary school program is necessary in order to continue to assist the student with educational and vocational decisions in a complex and changing society. Changes in courses of study and program organization, as well as more flexible scheduling, will demand additional time for guidance.

The responsibility of school guidance personnel includes the counselling of individual students, with time provided in the ratio of one period per week for every fifteen students enrolled.

Group work classes in guidance should be provided at appropriate times throughout the secondary school program with particular emphasis at the grade 9 and grade 12 levels. The total time assigned for group work during the student's secondary school years should not be less than 70 periods. It is suggested that the more effective manner of time-tabling group work is in blocks of time at each grade level. Additional information is available from the guidance program consultants.

It is essential that principals through their guidance departments maintain a constant survey of current admission requirements to post-secondary institutions and make sure that curricular choices are available to allow students to meet these requirements.

7 French language schools

For schools in which French is the language of instruction, note that Français replaces English and that Anglais is an obligatory subject.

8 Adaptation of courses

The present course outlines available from the Department and others being developed offer a framework upon which courses of study can be developed at the local level to meet the needs, interests, and aptitudes of the students. Assistance in adaptation can be provided by the Department of Education program consultants, who have been directed to give priority to this type of service.

New or experimental courses

1 The permission of the Minister of Education for local adaptation of provincial curriculum guidelines is not required.

2 However, new or experimental courses not included in the rationale of existing Departmental guidelines require examination for purposes of credit towards an Ontario school graduation diploma.

3 The chief education officer for a school board should send a request for approval for credit purposes, along with an outline of the nature of the studies to be undertaken, **to the Regional Director of Education.**

4 The Regional Director will enlist the support of the program consultants and central office curriculum personnel in examination of the course and assisting local officials with its design.

5 The notice of intent should be sent well in advance of the proposed introduction of the course.

6 Requests for approval to use textbooks not listed in Circular 14 or not covered under Section 5(c) of that circular, must be submitted to the Regional Director of Education for the attention of the provincial Superintendent of Curriculum. It is likely that many textbooks envisaged for use with new locally developed courses will be in this category.

Five-year program

Arts and Science Branch

The five-year program in this branch makes provision for students who desire to proceed to grade 13, (a) to secure the further education leading to the Secondary School Honour Graduation Diploma, or (b) to qualify for admission to a university course, to a teachers' college, or to other further studies for which the successful completion of work in grade 13 is required.

A student who completes successfully four years of the five-year program in this branch according to the requirements stated below will be awarded a Secondary School Graduation Diploma endorsed as qualifying him for admission to grade 13.

A student who completes successfully the grade 11 or the grade 12 requirements in the five-year program of this branch may be admitted to a special one-year course in business and commerce subjects or vocational art. A student who has met the minimum requirements for admission stated on page 33 may enter upon a special one-year course in technical subjects.

A student who meets the grade 13 requirements stated elsewhere in this circular will be awarded a Secondary School Honour Graduation Diploma.

Subjects of study

Grade 9

	Teaching periods 45-period week
A / Obligatory subjects	
English / Français	7
History	4
Geography	4
Physical education	4
Mathematics	5(6)
Science	5(6)
French / Anglais	5(6)
Group guidance (see Note 6, p. 15)	(1)
B / Optional subjects – Any one or two of:	
Art	5(4)
Music	5(4)
Industrial arts or technical subjects	5(4)
Home economics	5(4)
Agriculture – environmental science	5(4)
Typewriting	5(4)
Any authorized subject from any program or grade within this branch for which prerequisites can be met	5(4)

Note 1 If in any class only one option is provided, additional teaching time may be assigned to obligatory subjects.

Note 2 The division of time between obligatory subjects and the optional subjects (two options) in grade 9 should be approximately 80% and 20%.

Note 3 Although the study of Latin may begin in grade 9 it is preferable to introduce it at the grade 10 level. In schools where Latin is taught in grade 9, provision must be made for students who transfer to commence it in grade 10.

Note 4 The assignment of double option time is not permitted in grade 9 classes of this branch.

Note 5 Principals should be prepared to organize classes in French for students who have taken French in elementary school, which recognize the nature of their previous program in the subject. However, French should not be regarded as obligatory for such students.

Grade 10

	Teaching periods 45-period week
A / Obligatory subjects	
English / Français	8
History	4
Geography	4
Physical education	4
Anglais (for French-language schools)	6(5)
B / Optional subjects – Any two of:	
Mathematics	5(6)
Science	5(6)
A language (French, Latin, Classical Greek, German, Spanish, Italian, Russian)	6(5)
C / Any two or more of:	
Optional subjects not chosen above	5(4)
Art	5(4)
Music	5(4)
Industrial arts or technical subjects	5(4)
Home economics	5(4)
Agriculture – environmental science	5(4)
Bookkeeping, data processing or typewriting	5(4)
An additional language	5
Any authorized subject from any program or grade within this branch for which prerequisites can be met	5(4)

Note 1 A student may be permitted to enter upon the study of commercial work, industrial arts or technical subjects, home economics, art, music, or agriculture – environmental science as an option in grades 11 and 12 only if he has completed successfully the course in the subject in grade 9 or grade 10, or both these grades.

Note 2 A student who plans to take the grade 13 course in biology should include science among his optional subjects in grades 11 and 12.

Note 3 Principals should ensure that students and parents are advised with respect to the subjects required for admission to the post-secondary institution of their choice.

Grades 11 and 12

	Teaching periods 45-period week
A / Obligatory subjects	
English / Français	8
Physical education	4
Anglais (for French-language schools)	6(5)

B / Optional subjects – Any four of:

The Legacy of the Ancient and Mediaeval World (World History, Part I); The Modern World (World History, Part II); Man and the Changing Earth (World Geography, Part I); Man and the World (World Geography, Part II)	5
Mathematics, science (physics; chemistry), French, Latin, Classical Greek, German, Spanish, Italian, Russian	6(5)

C / One or two of:

Optional subjects not chosen above	5(6)
Business and commerce subjects *	5(4)
Industrial arts or technical subjects	5(4)
Home economics	5(4)
Art	5(4)
Music	5(4)
Agriculture – environmental science	5
Any authorized subject from any program or grade within this branch for which prerequisites can be met	5(4)

Note 1 Any two courses in history and/or geography may be offered in grades 11 and 12 as an option for diploma purposes.

Note 2 A principal may offer a program which permits a student to select three options from Group B and two options from Group C. In these circumstances, students and their parents should be advised of the possible limitations which the diploma may hold for admission to post-secondary institutions.

*Any subject not previously taken for more than one year.

Business and Commerce Branch

The five-year program in this branch makes provision for students who will find studies in business and commerce of advantage in their future careers and who desire to proceed in grade 13, (a) to secure the further education leading to the Secondary School Honour Graduation Diploma, or (b) to qualify for admission to a university course, to teachers' college, or to other further studies for which the successful completion of work in grade 13 is required.

In this branch two different fields of specialization are provided. One features the attainment of a high degree of secretarial competence by the end of grade 12; the other specializes in accounting and business management. Reference should be made to Curriculum RP-31 (1963) for arrangement of the courses and details of their content.

A student who completes successfully four years of the five-year program in this branch according to the requirements stated below will be awarded a Secondary School Graduation Diploma endorsed as qualifying him for admission to grade 13.

A student who completes successfully the grade 11 or the grade 12 requirements in the five-year program of this branch may be admitted to a special one-year course in business and commerce subjects, vocational art or vocational music.

A student who has met the minimum requirements for admission stated on page 33 may enter upon a special one-year course in technical subjects.

A pupil who meets the grade 13 requirements stated elsewhere in this circular will be awarded a Secondary School Honour Graduation Diploma.

For a student enrolled in this five-year program approximately 20% of the instructional time in each of grades 9, 10, 11, and 12 will be devoted to business and commerce subjects.

Subjects of study

Grade 9

A / Obligatory subjects	Teaching periods 45-period week
English / Français	7
History	4
Geography	4
Physical education	4
Mathematics	5(6)
Science	5(6)
French / Anglais	5(6)
Commercial subjects: Business practice and typewriting	10(9)
Group guidance (see Note 6, p. 15)	(1)

Note 1 The division of time between the non-commercial subjects and the commercial subjects in grade 9 in this program should be approximately 80% and 20%.

Note 2 In vocational and composite schools, four or five periods weekly in art or music may be provided in grade 9 by reducing the time allotted to each of four or five subjects by one period per week.

Note 3 Principals should be prepared to organize classes in French for students who have taken French in elementary school, which recognize the nature of their previous program in the subject. However, French should not be regarded as obligatory for such students.

Grade 10

A / Obligatory subjects	Teaching periods 45-period week
English / Français	8
History	4
Geography	4
Physical education	4
Business and commerce subjects (double option), (secretarial: shorthand and typewriting; accountancy; bookkeeping; business machines and mathematics or data processing)	10(9)
Anglais (for French-language schools)	5(6)
B / Optional Subjects – Any two of:	
Mathematics, science, Latin, French, German, Classical Greek, Spanish, Italian, Russian	5(6)
C / An optional subject not chosen above or any authorized subject from any program or grade within this branch for which prerequisites can be met	5(4)

Note 1 The division of time in grade 10 between the other subjects and business and commerce subjects should be approximately 80% and 20%.

Grades 11 and 12

A / Obligatory subjects	Teaching periods 45-period week
English / Français	8
Physical education	4

Business and commerce subjects (double option) 10
Anglais (for French-language schools) ..... 5(6)

B / Optional subjects – Any four of:

The Legacy of the Ancient and Mediaeval World (World History, Part I); The Modern World (World History, Part II); Man and the Changing Earth (World Geography, Part I); Man and the World (World Geography, Part II) 5

Mathematics, science (physics; chemistry), French, Latin, German, Classical Greek, Spanish, Italian, Russian ..... 6(5)

Any authorized subject from any program or grade within this branch for which prerequisites can be met ..... 5(4)

Note 1 In grades 11 and 12 approximately 20% of the time should be devoted to business and commerce subjects.

Note 2 A student in the five-year program of this branch who obtains standing in four options of grades 11 and 12 and standing equivalent to a single option in business and commerce subjects may be recommended by the principal for a Secondary School Graduation Diploma in the five-year program of the Arts and Science Branch.

Note 3 A principal may offer a program which permits a student to select three options from Group B. In these circumstances, students and their parents should be advised of the possible limitations which the diploma may hold for admission to post-secondary institutions.

Science, Technology, and Trades Branch

The five-year program in this branch, as in the two other branches described herein, leads to the Secondary School Honour Graduation Diploma and enables students to qualify for admission to a university course, to teachers' college, or to other further studies for which successful completion of work in grade 13 is required. It provides for students who plan upon graduation from secondary school to enter upon work such as indicated by the name of the branch, an opportunity to study subjects having a special relationship to their future careers.

A student who completes successfully four years of the five-year program in this branch according to the requirements stated below will be awarded a Secondary School Graduation Diploma endorsed as qualifying him for admission to grade 13.

A student who meets the grade 13 requirements stated elsewhere in this circular will be awarded a Secondary School Honour Graduation Diploma.

A student who completes successfully the grade 11 or the grade 12 requirements in the five-year program of this branch may be admitted to a special one-year course in business and commerce subjects or vocational art. A student who has met the minimum requirements for admission stated on page 33 may enter upon a special one-year course in technical subjects.

Subjects of study

Grade 9

A / Obligatory subjects	Teaching periods 45-period week
English / Français	7
History	4
Geography	4
Physical education	4
Mathematics	5(6)

Science	5(6)
French/Anglais	5(6)
Group guidance (see Note 6, p. 15)	(1)
– and one of	
Technical subjects (including agriculture – environmental science) or home economics, vocational art or vocational music	9(10)

Note 1 The division of time between non-technical and technical subjects should be approximately 80% and 20%.

Note 2 In vocational and composite schools, four or five periods weekly in art or music may be provided in grade 9 by reducing the time allotted to each of four or five subjects by one period per week.

Note 3 Principals should be prepared to organize classes in French for students who have taken French in elementary school, which recognize the nature of their previous program in the subject. However, French should not be regarded as obligatory for such students.

Grade 10

	Teaching periods 45-period week
A / Obligatory subjects	
English/Français	8
History	4
Geography	4
Physical education	4
Technical subjects, home economics, vocational art, vocational music or agriculture – environmental science (double option)	10(9)
Anglais (for French-language schools)	5(6)
B / Optional subjects – Any two of:	
Mathematics	5(6)
Science	5(6)
One of French, Latin, German, Classical Greek, Spanish, Italian, Russian	5(6)
C / Any authorized subject from any program or grade within this branch for which prerequisites can be met	5(4)

Note 1 The division of time between the other subjects listed above and that assigned to technical subjects or home economics, vocational art or vocational music should be approximately 80% and 20%.

Grades 11 and 12

	Teaching periods 45-period week
A / Obligatory subjects	
English/Français	8
Physical education	4
Any one of:	
Technical subjects, home economics, vocational art, vocational music or agriculture – environmental science (double option)	10(9)
Anglais (for French-language schools)	5(6)

B / Optional subjects – Any four of:

The Legacy of the Ancient and Mediaeval World (World History, Part I); The Modern World (World History, Part II); Man and the Changing Earth (World Geography, Part I); Man and the World (World Geography, Part II)	5
Mathematics, science (physics; chemistry), French, Latin, German, Classical Greek, Spanish, Italian, Russian	6(5)
Any authorized subject from any program or grade within this branch for which prerequisites can be met	5(4)

Note 1 As in grades 9 and 10 of this branch, approximately 20% of the time is to be devoted to technical subjects or home economics, vocational art or vocational music.

Note 2 Students who take home economics are advised to select mathematics and science as optional subjects.

Note 3 A student in the five-year program of this branch who obtains standing in four options of grades 11 and 12 and standing equivalent to a single option in technical subjects, home economics, vocational art or vocational music of these grades may be recommended by the principal for a Secondary School Graduation Diploma in the five-year program of the Arts and Science Branch.

Note 4 A principal may offer a program which permits a student to select three options from Group B. In these circumstances, students and their parents should be advised of the possible limitations which the diploma may hold for admission to post-secondary institutions.

Grades 11 and 12

Technical subjects

of the five-year program in the Science, Technology, and Trades Branch

Drafting – architectural	Industrial chemistry
Drafting – mechanical	Industrial physics
Electricity	Machine shop
Electronics	Building construction (1 year only)

Note 1 The courses offered shall be technological in nature.

Note 2 In grade 11, a student shall select two from the list of technical subjects above. One of these must be continued in grade 12 and the other completed in grade 11. Another technical subject must be selected in grade 12. (See Note 5 for industrial chemistry and industrial physics.)

Note 3 Alternate technical subjects may be taken in schools unable to offer one or more of the technical subjects listed above.

Note 4 For admission to grades 11 and 12 leading to the Secondary School Graduation Diploma in this branch a student must have completed successfully the technical subjects in grade 10 of the five-year program. This requirement is not mandatory for students selecting industrial chemistry or industrial physics.

Note 5 Students of industrial chemistry will have covered much of the fundamental work in chemistry during their grade 11 year. Thus the work of the grade 12 science option (chemistry) must be fully integrated with the industrial chemistry to avoid needless repetition. All topics in the grade 12 science option (chemistry) must be covered fully. It is not acceptable to group students of industrial chemistry with other grade 12 pupils for the science option (chemistry).

In grade 11, it is recommended that the grade 11 industrial chemistry student take the science option (physics), 6(5) periods, and industrial chemistry 10(9) periods. In grade 12 the science option (chemistry) and industrial chemistry shall be combined to give 11(10) periods of chemistry. The remaining 5(4) periods of technical subject time shall be assigned to electronics or to additional industrial chemistry.

For industrial physics, the following allotment of time is recommended:

Grade 11 – science option (physics) – 6(5) periods and industrial physics 10(9) periods, of which 5 are devoted to electricity/electronics.

Grade 12 – science option (chemistry) – 6(5) periods and industrial physics 10(9) periods.

Subjects of study, grade 13

Accountancy practice or secretarial practice
Algebra (mathematics B)
Art
Biology
Chemistry
Classical Greek
English
Français
French
Geography
German
History
Home economics
Introduction to analysis (mathematics A)
Italian
Latin
Mathematics of investment
Music
Physical education (non-credit)
Physics
Russian
Spanish

Note 1 For the Secondary School Honour Graduation Diploma requirements see page 46.

Note 2 Standing obtained in a language may be offered for a maximum of two credits only. Standing in both French and Français may not be credited for the purpose of a diploma. For admission to the Sudbury Teachers' College or the University of Ottawa Teachers' College, grade 13 credits in both Français and English are required.

Arts and Science Branch

The four-year program in this branch is designed to provide a well-balanced secondary school education, based on sound standards of curriculum and achievement, for students whose particular interests it will serve better than one of the alternative programs. It may be expected that, after careful consideration and with the benefit of good counselling, students will enter upon this program for such reasons as are stated below.

(a) They do not plan to proceed to university or other studies that require standing in grade 13 subjects, or a Secondary School Graduation Diploma in a five-year program.

(b) They expect to spend only four years in secondary school to obtain a broad general education and to qualify for a Secondary School Graduation Diploma as a record of success in secondary school subjects.

(c) They would benefit from a course in which the emphasis is directed towards those careers in which meeting and dealing with the public play a principal part. Many graduates of this four-year program will seek employment as sales representatives, as demonstrators or receptionists, as personnel on the non-technical side of radio and television, or in the field of travel and publicity.

(d) Their plans for employment do not demand specialized training in commercial or technical skills, or their prospective employment will offer on-the-job training for which a broad general education is regarded as suitable preparation.

(e) They recognize, on the basis of their achievement in earlier grades (which may include grade 9), that the courses in the four-year program are best suited in content and requirements to their particular abilities and are more likely, therefore, to enable them to gain success and satisfaction from their studies.

Students who complete successfully the four-year program in this branch will be awarded a Secondary School Graduation Diploma. Those who gain this standing and desire more specific preparation for employment may be admitted to a special one-year course in business and commerce subjects, technical subjects, vocational art or vocational music or to certain courses at the colleges of applied arts and technology.

Subjects of study

Grade 9

A / Obligatory subjects	Teaching periods 45-period week
English / Français	7
History	4
Geography	4
Physical education	4
Mathematics	5(6)
Science	5(6)
French	5(6)
Group guidance (see Note 6, p. 15)	(1)
Anglais (for French-language schools)	5(6)

B / Optional subjects – Any one or two of:

Music	5(4)(3)
Art	5(4)
Industrial arts or technical subjects	5(4)
Home economics	5(4)
Agriculture – environmental science	5(4)
Typewriting	5
– or	
Business practice	5(4)
Any authorized subject from any program, branch or grade for which prerequisites can be met	5(4)

Note 1 If in any class only one option is provided, additional teaching time may be assigned to obligatory subjects.

Note 2 The division of time between obligatory subjects and optional subjects (two options) in grade 9 should be approximately 80% and 20%.

Note 3 When a sufficient number of students on entering grade 9 in this branch declare, with their parents' concurrence, that they wish to take the four-year program only and have no intention of proceeding to university, the principal may organize a class (or classes) in which the time provided for French is allotted to any option of grade 9 (arts and science) **or** is distributed among other obligatory subjects.

Note 4 The assignment of double option time is not permitted in grade 9 classes of this branch.

Grade 10

A / Obligatory subjects	Teaching periods 45-period week
English / Français	8
History	4
Geography	4
Physical education	4
Anglais (for French-language schools)	5(6)

B / Optional subjects – Any four or five of:

Mathematics	5(6)
Science	5(6)
French	5(6)
Latin	5
Another language *	5
Agriculture – environmental science	5(4)
Industrial arts or technical subjects	5(4)
Home economics	5(4)
Art	5(4)
Music	5(4)
Bookkeeping or typewriting	5
Any authorized subject from any program, branch or grade for which prerequisites can be met	5(4)

*German, Classical Greek, Spanish, Italian, Russian.

Note 1 In classes having fewer than five optional subjects, additional teaching time should be assigned to the subjects studied.

Note 2 A student may be permitted to enter upon the study of industrial arts or technical subjects, art, music, agriculture – environmental science or home economics as an optional subject in grades 11 and 12 at the discretion of the principal, although it is recommended that he take a course in a subject which he has successfully completed in grade 9 or grade 10, or both of these grades.

Note 3 Optional subjects other than commercial subjects, technical subjects, art or music (if vocational art or vocational music is offered) may be assigned double teaching time. A student may undertake the study of only one double option (to be counted as two options).

Grades 11 and 12

	Teaching periods 45-period week
A / Obligatory subjects	
English / Français	8
Physical education	4
Anglais (for French-language schools)	5(4)
B / Optional subjects – Any five or six of:	
History (grade 11)	5
Economics (grade 12)	5
Mathematics	5(6)
Science	5(6)
Geography	5
One of French, Latin, German, Classical Greek, Spanish, Italian, Russian	5
Agriculture – environmental science	5(4)
Industrial arts or technical subjects	5(4)
Home economics	5(4)
Art	5(4)
Music	5(4)
Business and commerce subjects *	5
Man in society	5
Space and man	5
World politics	5
Modern literature	5
Theatre arts	5
Speech arts	5
Biology	5
Geology	5
Any authorized subject from any program, branch or grade for which prerequisites can be met	5(4)

*Any subject not previously studied for more than one year.

Note 1 The optional subjects chosen by a student on entering grade 11 should normally be continued in grade 12, but with the approval of the principal, a student may complete one subject in grade 11 of this branch and program and select another to be completed in grade 12 in order to constitute an option. A sequence through grades 11 and 12 must be followed in at least two options.

Note 2 Double teaching time may be assigned to one optional subject in these grades other than business or commerce subjects, technical subjects, home economics, art or music (if vocational art or vocational music is offered). If the study of the course is completed successfully, credit may be given for two options.

Note 3 Either man in society or world politics may be taken in grade 11 or grade 12 but both these courses should not be taken concurrently in one of these grades.

Note 4 For credit in science in grades 11 and 12, students may take any two of physics, chemistry, biology, geology.

Business and Commerce Branch

The four-year program in this branch provides, for students who are specially interested in the study of business and commerce subjects and have the necessary aptitudes, an opportunity to obtain both a good secondary school education in basic subjects and the specialized skills that lead to employment in commerce and industry. Capable students may further qualify themselves for employment and advancement in these fields by the study of courses in data processing, business finance, business organization and management, marketing and other senior business subjects.

Students who meet satisfactorily the requirements of this four-year program will be awarded a Secondary School Graduation Diploma and are also eligible for admission to a special one-year course in technical subjects, vocational art or vocational music.

Reference should be made to Curriculum RP-31 (1963) for information regarding business and commerce subjects that may be taught in the several grades and desirable sequences in the instruction.

Subjects of study

Grade 9

A / Obligatory subjects	Teaching periods 45-period week
English / Français	7
History	4
Geography	4
Physical education	4
Mathematics	5(6)
Science	5(6)
French *	5(6)
Group guidance (see Note 6, p. 15)	(1)
– and	
Business and commerce subjects	10(9)
Anglais (for French-language schools)	5(6)

Note 1 The division of time between non-commercial subjects and commercial subjects in grade 9 of this branch should be approximately 80% and 20%.

*Note 2 When a sufficient number of students on entering grade 9 in this branch declare, with their parents' concurrence, that they wish to take the four-year program only and have no intention of proceeding to university, the principal may organize a class (or classes) in which the time provided for French is allotted to commercial subjects or any option of grade 9 (arts and science) **or** is distributed among other obligatory subjects.

Note 3 In vocational and composite schools, four or five periods weekly in art or music may be provided in grade 9 by reducing the time allotted to each of four or five subjects by one period per week.

Grade 10

A / Obligatory subjects	Teaching periods 45-period week
English / Français	8
History	4
Geography	4
Physical education	4
Business and commerce subjects	10
Anglais (for French-language schools)	5(6)

B / Optional subjects – Any three of:

Mathematics (commercial)	5(6)
Science	5(6)
One of French, Latin, German, Classical Greek, Spanish, Italian, Russian	5
Art	5(4)
Music	5(4)
Industrial arts or technical subjects	5(4)
Home economics	5(4)
Additional time in business and commerce subjects	5(10)
Any authorized subject from any program, branch or grade for which prerequisites can be met	5(4)

Note 1 The normal allotment of time for commercial subjects in grade 10 is 10 to 15 periods, as indicated above, unless there is a special reason for students to choose an alternative option.

Note 2(a) For admission to the study of courses in grades 11 and 12 leading to the Secondary School Graduation Diploma in this branch a student must have completed successfully the business and commerce subjects of grade 10 of the four-year program of the branch. It is advisable that the student shall also have taken successfully some commercial work in grade 9.

(b) A student may be permitted to enter upon the study of art, music, science, industrial arts, technical subjects, or home economics in grades 11 and 12 only if he has completed successfully the course in the subject in grade 9 or grade 10.

Grades 11 and 12

A / Obligatory subjects	Teaching periods 45-period week
English literature / Littérature française	4
Composition, business correspondence and language study	4
Physical education	4
Business and commerce subjects (a minimum of four subjects per year)	18(23)
Anglais (for French-language schools)	5(6)

B / Optional subjects – Any two or three of:

History (grade 11), economics (grade 12)	5
Mathematics (commercial)	5(6)
Science	5(6)
Geography	5(6)
One of French, Latin, German, Classical Greek, Spanish, Italian, Russian	5
Art	5(4)
Music	5(4)
Industrial arts or technical subjects	5(4)
Home economics	5(4)
Business and commerce subjects not taken above	5
Any authorized subjects from any program, branch or grade for which prerequisites can be met	5(4)

Note 1 In grades 11 and 12 approximately 50% of the teaching time will be assigned to business and commerce subjects.

Note 2 In schools offering a bilingual commercial course the time for correspondence should be divided between English and Français.

Note 3 Any optional subject chosen by a student on entering grade 11 should normally be continued in grade 12 but with the approval of the principal a student may complete one subject in grade 11 of this branch and program and select another to be completed in grade 12 in order to constitute an option.

Special one-year commercial course

The Special Commercial Course, designed to fit the graduate for office employment, is an intensive one-year vocational course based upon an adequate general education.

Students who have completed satisfactorily grade 11 or grade 12 of any approved five-year program, or grade 12 of a four-year program, are eligible for admission to this course and may receive, upon completing it successfully, the Secondary School Graduation Diploma (commercial-special).

Successful completion of the One-Year Special Commercial Course qualifies a student for standing in the commercial option which may be required to complete the requirements for the Secondary School Graduation Diploma (Arts and Science Branch).

Subjects

Teaching time is suggested as follows:	Periods
Correspondence and spelling	5
Physical education	4
Economics and law	4
Shorthand and transcription	10
Typewriting and office practice	10
Business machines	3
Business mathematics	3
Bookkeeping	6

Note 1 If business machines is not offered, the three periods suggested should be allocated to typewriting and office practice or business mathematics.

Note 2 Economics and law, and also penmanship and correspondence, may be taken in consecutive terms.

Note 3 In special circumstances other options not taken previously may be substituted for the 10 periods of shorthand and transcription.

Science, Technology, and Trades Branch

The four-year program in this branch offers, together with the study each year of basic secondary school subjects, specialized instruction in technical subjects, vocational art, vocational music, home economics or agriculture – environmental science, for students who have special aptitude in one of these fields and expect to enter employment for which such studies will have direct practical value. Courses in which particular emphasis is placed upon certain aspects of the technical or other specialized field may be taken as indicated below to prepare students for entry into their prospective vocations.

Students who complete this program satisfactorily will be awarded a Secondary School Graduation Diploma. Those who have obtained this standing may enter upon a special one-year course in business and commerce, technical subjects, vocational art, or vocational music.

Subjects of study

Grade 9

A / Obligatory subjects	Teaching periods 45-period week
English / Français	7
History	4
Geography	4
Physical education	4

Mathematics	5(6)
Science	5(6)
French *	5(6)
Group guidance (see Note 6, p. 15)	(1)
– and	
Technical subjects or home economics or agriculture – environmental science or vocational art or vocational music	10(9)
Anglais (for French-language schools)	5(6)

Note 1 The division of time between general and technical subjects in grade 9 in this branch should be approximately 80% and 20%, unless the program is modified as provided in Note 2.

*Note 2 When a sufficient number of students on entering grade 9 in this branch declare, with their parents' concurrence, that they wish to take the four-year program only and have no intention of proceeding to university, the principal may organize a class (or classes) in which the time provided for French is allotted to technical subjects, home economics, vocational art, vocational music, agriculture – environmental science, or any option of grade 9 (arts and science) **or** is distributed among other obligatory subjects.

Note 3 Four or five periods weekly in art or music may be provided in grade 9 by reducing the time allotted to each of four or five subjects by one period per week.

Grade 10

A / Obligatory subjects	Teaching periods 45-period week
English / Français	8
History	4
Geography	4
Physical education	4
Mathematics	5(6)
Science	5(6)
Anglais (for French-language schools)	5(6)
Technical subjects or home economics or vocational art or vocational music	10(11)

B / Optional subjects – One of:

Art	5(4)
Music	5(4)
Agriculture – environmental science	5(4)
Commercial subjects	5
One of French, Latin, German, Classical Greek, Spanish, Italian, Russian	5
Further time in **one** of technical subjects or home economics or vocational art or vocational music	5(4)
Any authorized subjects from any program, branch or grade for which prerequisites can be met	5(4)

Note 1 The normal allotment of time for technical subjects, home economics, vocational art, vocational music, or agriculture – environmental science in grade 10 is 14 to 16 periods, as indicated above, unless there is a special reason for pupils to choose an alternative option.

Note 2 Students who take vocational art or vocational music should not also take the regular option in grades 10, 11, or 12.

Note 3(a) For admission to the study courses in grades 11 and 12 leading to the Secondary School Graduation Diploma in this branch a student must have completed successfully the course in one of technical subjects or home economics, vocational art or vocational music in grade 10 of the four-year program of the branch. It is advisable that the student shall also have taken the subject successfully in grade 9.

(b) A student may be permitted to enter upon the study of art, music, agriculture – environmental science or commercial subjects in grades 11 and 12 only if he has completed successfully the course in the subject in grade 9 or grade 10, or both these grades.

Grades 11 and 12

	Teaching periods 45-period week
A / Obligatory subjects	
English / Français	8
Physical education	4
Mathematics	5
Science	5
Technical subjects, vocational art or vocational music (For agriculture, see page 34) (For home economics, see page 35)	14
Anglais (for French-language schools)	5
B / Optional subjects – Any two of:	
History (grade 11), economics (grade 12)	5
Geography	5
One of French, Latin, German, Classical Greek, Spanish, Italian, Russian	5
Art	5(4)
Music	5(4)
Agriculture – environmental science	5(4)
Commercial subjects	5
An optional subject from the Four-Year Arts and Science Program. Further time in **one** of technical subjects or home economics, vocational art or vocational music	5(4)
Any authorized subjects from any program, branch or grade for which prerequisites can be met	5(4)

Note 1 A maximum of 19 teaching periods may be devoted to technical subjects, home economics, vocational art or vocational music in grades 11 and 12 if the option in one of these subjects is chosen in addition to the obligatory work. This would normally be the total allotment of time to these subjects unless there is a special reason for choosing an alternative option.

Note 2 The commercial option will provide for certain students a useful complement, in view of their future plans, to the more specialized study of technical subjects, home economics, or vocational art or vocational music.

Note 3 The optional subject chosen by a student on entering grade 11 should normally be continued in grade 12 but with the approval of the principal a student may complete one subject in grade 11 of this branch and program and select another to be completed in grade 12 in order to constitute an option.

Note 4 Mathematics is not an obligatory subject for students who take in grades 11 and 12 the home economics course as described on pages 35 to 37 or the course in vocational art or vocational music.

Limited technical program

The Limited Technical Program is one in which the first two years of the regular four-year program of the Science, Technology, and Trades Branch are offered in a secondary school.

Subject to the approval of the Minister, a Board may offer the Limited Technical program provided that the following requirements are met:

(a) A business and commerce program is offered in the same school system to the end of grade 12.
(b) The school has at least two industrial arts shops.
(c) The equipment is adequate for the program.
(d) Arrangements are made for a nearby vocational school to accept recommended students from grade 10 into grade 11 of the Science, Technology, and Trades Branch.
(e) The school has sufficient enrolment to permit the satisfactory organization of this program.

Special one-year technical course

The purpose of the Special One-Year Technical Course is to give pupils who wish to enter trade and industry, vocational competence in one year of specialized study and training.

Students who have completed satisfactorily grade 11 or grade 12 of any approved five-year program or grade 12 of a four-year program are eligible for admission to this course and may receive, upon completing it successfully, the Secondary School Graduation Diploma (technical-special).

Subjects of study

	Teaching periods 45-period week
English composition/Composition française	3
Economics	5
Mathematics	5
Technical subjects or vocational art	32
Anglais (for French-language schools)	5

Note — Students will specialize in one of the technical subjects available and will complete all the work normally studied in that subject in grades 11 and 12. In addition, students must select one or more related technical subjects for which a total of 5 periods per week will be taken from the time allotted to technical subjects.

Major and related technical subjects

Grades 11 and 12
of the four-year program in the Science, Technology, and Trades Branch

Major technical subjects	Related subjects
Agriculture	Building trades, auto mechanics, sheet metal and welding, electricity
Aircraft mechanics	Drafting, machine shop, electricity, welding, industrial physics
Air conditioning and refrigeration	Drafting, sheet metal, electricity
Applied electricity	Drafting, electronics, machine shop, carpentry
Applied electronics	Drafting, electricity, machine shop
Auto body repair	Welding, auto mechanics, machine shop
Auto mechanics	Electricity, commercial work, machine shop, welding, small engines, auto body repair, industrial physics

Drafting – agricultural	Building construction, sheet metal, plumbing
Drafting – electrical	Electricity, electronics, industrial physics
Drafting – mechanical	Machine shop, pattern making, welding, electricity, industrial physics
Foundry practice	Pattern making, machine shop, drafting
Graphic arts	Commercial art, photography, drafting
Industrial chemistry	Drafting, electricity
Industrial physics	Air conditioning and refrigeration, drafting, electronics, machine shop, welding
Machine shop practice	Drafting, welding, pattern making, auto mechanics, electricity, industrial physics
Power plant operating	Drafting, auto mechanics, electricity, diesel mechanics
Plumbing	Building construction, welding, sheet metal, drafting
Sheet metal practice	Drafting, welding, machine shop, plumbing, air conditioning and refrigeration, industrial physics
Welding	Drafting, machine shop, electricity
Woodworking – building construction	Architectural drafting, sheet metal, electricity, industrial physics
Woodworking – cabinet making and millwork	Drafting, sheet metal, electricity
Woodworking – pattern making and casting processes	Drafting, machine shop
Elements of construction technology	
Elements of electrical technology	
Elements of mechanical technology	

Note 1 Fourteen teaching periods are to be devoted to the study of the major shop (technical) subject or subjects in a 45-period or a 40-period week, as the case may be, and where, as would normally be done, further time is given to technical subjects in grades 11 and 12, the additional periods should be assigned to a related technical subject or subjects. Instead of being given to related technical subjects the additional periods may be distributed among English/Français, mathematics, and science in these grades.

Note 2 Students who take industrial chemistry as a special technical subject in grade 11 will take also in grade 11 the physics prescribed as a regular course in the four-year program of this branch. Similarly, students who take industrial physics in grade 11 will take also in grade 11 the chemistry prescribed as a regular course in the four-year program of this branch.

Note 3 The instruction in industrial chemistry will be continued in grade 12 and the time that would have been given to science in this grade will be added to that given to industrial chemistry.

Agriculture – environmental science

of the four-year program in the Science, Technology, and Trades Branch

Students are now able to take agriculture as the major subject in the four-year program of the Science, Technology, and Trades Branch and qualify for a Secondary School Graduation Diploma at the end of grade 12 with the designation 'Agriculture – Environmental Science'. This four-year program emphasizes technical and

business courses useful to a boy who is planning to make the agricultural industry his career. It includes in an expanded form, the science-based course in agriculture introduced in 1962.

		Teaching periods
Grade 9	Agriculture – environmental science	5
	Technical subjects	10
Grade 10	Agriculture – environmental science	5
	Technical subjects	10
Grade 11	Agriculture – environmental science	8
	Technical subjects	10
	A student would take two shop options such as:	
	Auto mechanics	5
	Carpentry and millwork	5
	The extra periods for the agriculture – environmental science option may be assigned to greenhouse work or additional business or shop work.	
Grade 12	Agriculture – environmental science	8
	Technical subjects	10

Note 1 The student may continue with his auto mechanics or carpentry and millwork or change to sheet metal and welding (5 periods) and electricity (5 periods) or any combination of options. Since agriculture is the major shop it would not be necessary to continue in grade 12 with the shop option elected in grade 11.

Note 2 A principal may assign up to one-half of the time allotted for technical subjects (single option) to business and commerce subjects in grades 11 and 12. A student should be advised that, while this procedure is admissible for diploma purposes, it may be unacceptable for apprenticeship training.

Home economics

of the four-year program in the Science, Technology, and Trades Branch

The plan for the organization of the home economics courses in the four-year program of the Science, Technology, and Trades Branch is as described below.

Subjects of study

Grades 9 and 10

A / Obligatory subjects

English/Français, history, geography, mathematics, science, physical education, group guidance (see Note 6, p. 15), home economics, Anglais (for French-language schools).

B / Optional subjects

One of art, music, typewriting or business practice (grade 9), business and commerce subjects (grade 10), French, another language *, or any authorized subjects from any program, branch or grade for which prerequisites can be met.

(a) **Teaching periods**

Home economics should be assigned, on the basis of a 45-period and a 40-period week, respectively, 10 or 8 teaching periods in grade 9, and 11 or 9 teaching periods in grade 10.

(b) The other obligatory subjects and the optional subjects should be assigned teaching time as indicated in the four-year program for these grades.

*German, Classical Greek, Latin, Spanish, Italian, Russian.

Note 1 Re mathematics – mathematics from either the Arts and Science Branch or the Business and Commerce Branch may be selected.

Note 2 Re science – the science of the Arts and Science Branch should be given, except in those schools which offer a special course in science for home economics with the approval of the Department of Education.

Grades 11 and 12

Note 1 In grades 11 and 12, students may specialize in one of the following:

(a) Foods and nutrition.
(b) Textiles and clothing.
(c) Home economics.

Note 2 In the foods and nutrition section, not more than 25% of the time allotted may be in the related field of textiles and clothing.

Note 3 In the clothing and textiles section, not more than 25% of the time allotted to home economics may be in the related field of foods.

Grade 11 – Home economics course

A / Obligatory subjects	Teaching periods 45-period week
English/Français	7
Physical education	4
Art	5
Science	5
Home economics	14
Anglais (for French-language schools)	5
B / Optional subjects – Any two of:	
Business and commerce subjects	5
French	5
History	5
Another language *	5
Mathematics	5
– or	
Further time in home economics	5
Any authorized subjects from any program, branch or grade for which prerequisites can be met	5(4)

*German, Classical Greek, Latin, Spanish, Italian, Russian.

Grade 12

A / Obligatory subjects	Teaching periods 45-period week
English/Français	7
Physical education	4
Marketing	5
Home economics	14
Anglais (for French-language schools)	5
– and any two of	
Art	5
Economics	5
Science	5

B / Optional subjects – One of:

French	5
Another language *	5
Mathematics	5
Art	5
Music	5
Science	5
– or	
Further time in home economics	5
Any authorized subjects from any program, branch or grade for which prerequisites can be met	5(4)

*German, Classical Greek, Latin, Spanish, Italian, Russian.

Note The organization of this program in grade 12 may be modified, according to specialized studies as follows:

(a) Foods and nutrition – art is not obligatory and may be taken as an option.

(b) Textiles and clothing – science is not obligatory and may be taken as an option.

Special courses

of the four-year program in the Science, Technology, and Trades Branch

Grades 11 and 12

Co-operative course for nursing assistants

With the approval of the Department of Education and the College of Nurses, a school board may offer a two-year course of instruction through grades 11 and 12 of the four-year program in the Science, Technology, and Trades Branch leading to a Secondary School Graduation Diploma (nursing assistant) and to standing for admission to the examinations conducted by the College of Nurses of Ontario for registration as nursing assistants.

Co-operative courses for dietary supervisors, dental assistants, and fashion arts are also being offered in certain experimental schools with the approval of the Minister and the appropriate sponsoring associations.

The two-year program

Students at least fourteen years of age who have been promoted to a secondary school and who declare, with their parents' concurrence, that they plan to leave school for employment in two years, may take, where it can be made available, a special two-year program in connection with a four-year program in one of the three branches. The courses will include adapted treatment of fundamental parts of the four-year program in the branch where it is established. Subjects of immediate practical value in obtaining employment after two years in a secondary school are to receive approximately 40% to 50% of the instructional time and emphasis is to be placed upon the effective study of basic general subjects.

A student who has completed the work of either one or two years of a two-year program may be transferred to the four-year program of the branch concerned, subject, if necessary, to repeating all or a portion of a year's work in the latter program.

Students who conform to the requirements of a two-year program and complete the courses successfully may be granted, on the recommendation of the principal, a Certificate of Standing.

The two-year program, where it is found desirable and practicable, should be developed in close relationship to the four-year program of the branch in which it is offered. It may be organized in the Arts and Science Branch of a school but in a composite school it would ordinarily be provided in one of the other branches. A general plan for the organization of a two-year program is indicated below.

Grades 9 and 10	Teaching periods 45-period week
English/Français	7(5)
History and geography	7(5)
Science	4
Mathematics	5(4)
Group guidance	1
Physical education	4
Practical subjects	17(22)
Anglais (for French-language schools)	5(6)

Note It is recommended that in grade 10 of the two-year program the higher number of periods indicated be assigned to the practical subjects.

The occupational program

The occupational program consists of courses whose purpose is to provide education and training to interest, stimulate and satisfy the needs of students who desire a program that will prepare them for their immediate occupational needs. Programs up to four years' duration may be provided but when programs of shorter duration are offered, recognition must be given the age of leaving so that no student will complete his course before reaching the legal school leaving age.

Careful consideration should be given to the enrolment of students in the course in order that teachers may deal effectively with the suggested subjects selected. It should also be borne in mind that if the students wish to enter an apprenticeship in a designated trade, they must be capable of meeting the educational requirements of that apprenticeship.

Instruction should be assigned to sympathetic teachers of some experience who have studied the courses and the accompanying suggestions carefully and understand the objectives in setting up such classes. Class size should be held to a maximum of 16 students. A teacher with elementary school experience and training in special education for slow learners who either holds or is proceeding towards a basic secondary school teaching certificate may be best equipped to undertake the program.

The occupations course

Subjects of study

Language arts
Social science
Mathematics
Group guidance
Physical and health education
Practical work

Note 1 (a) For purposes of this program the practical work may include art, music, science, or home economics.

(b) Practical courses to be offered should be selected following a study of types of employment available in the area of students who enrol in this program, as well as a study of the abilities and needs of the students.

Note 2 Teachers of classes in the occupational program, or a teacher specially designated for the purpose, should assume a responsibility for assisting students to obtain employment when they have completed their courses successfully.

Note 3 Generally speaking, a 50-50 breakdown of academic and practical subjects is considered advisable for this program with the exception of certain individual cases. However, every effort should be made to integrate and relate to each other the content and applications of the academic and practical subjects.

Note 4 Every effort should be made to design courses in the occupations program suitable to the interests, abilities and needs of the students. It would be unrealistic to expect these students to meet the requirements of courses designed for other programs.

Special education in the secondary schools

Special education programs in secondary schools should provide for students with various needs – those with hearing, vision and physical disabilities, the emotionally disturbed, the perceptually handicapped and the educationally retarded. Language classes may be established for students who are newcomers to Canada. Home instruction for the student confined to home or hospital by illness is a recognized special education service in the secondary school.

It is suggested that principals assist their teachers in understanding the needs of students who have special learning disabilities in order that these students may derive maximum benefit from a secondary school program. Perceptually handicapped children suffer from a specific deficiency due to a malfunction of the central nervous system and require the same understanding afforded more obvious handicaps, such as blindness, deafness, and cerebral palsy. Many of these boys and girls possess the intellectual capacity to benefit from a secondary school program leading to university entrance.

Since vocational or occupational programs are not appropriate for some students with perceptual problems, a modified program in arts and science should be arranged for students who have completed grade 8 successfully, have been clinically diagnosed as neurologically impaired, and are of normal or above-average ability. When an individualized program is arranged to allow for the student's area of dysfunction, subjects which the student can take with profit should be included, and those from which he cannot profit should be excluded from his program. If it is desirable, the student might take a partial program, or might attend classes in a subject which he likes and from which he can derive benefit, although his test results in the subject would not be used.

When necessary, special arrangements should be made for students with perceptual handicaps in order to provide for proper assessment of a student's mastery of a subject. Such arrangements may allow a student to work alone in a quiet place, have a longer period of time in which to write examinations, or may provide the opportunity for him to dictate answers to assignments and tests. On completion of a modified secondary school program, the student should receive a transcript of results for the subjects he has taken.

Principals are asked to inform teachers that they may ask their supervisory officials for advice and information about sources of assistance.

Student progress

1 It is suggested that assessment procedures may be varied to meet the requirements of different subject areas and different groups of students. In some subject areas, projects, essays and class tests may be stressed while in other fields, such as technical and scientific subjects, greater emphasis may be placed on day-to-day performance and competence in shop and laboratory work. Most schools have shown an encouraging tendency to decrease undue emphasis on final examinations in favour of student progress reports during the year. Standing in each subject will be accepted for purposes of the Secondary School Graduation Diploma on the completion of the requirements for grade 12 or the Secondary School Honour Graduation Diploma on the completion of the requirements for grade 13.

2 Where a student has passed in all required subjects of any grade, he should have freedom of choice with regard to the branch and program for his further studies, subject to the approval of the principal and to paragraph 4 below, the courses available, and the requirements for diplomas. The advisability of securing approval by the student's parents of the choice made will be recognized.

3(a) A student who has achieved pass standing in each of the subjects of his course with marks that indicate the probability that he will be unable to meet satisfactorily further and more exacting requirements in the higher grades of the program in which he is enrolled, should consider carefully, assisted by the advice of the principal, the guidance staff of the school, and his parents, whether his interests will be better served by transfer to an alternative program of study.

(b) Where a program of study is undertaken contrary to the advice of the principal, responsibility must be assumed by the student concerned and his parents.

4 A student who has met the prerequisites for a course in grade 11 and grade 12 in a program offered in a branch other than that in which he is enrolled in grade 10 or grade 11, as the case may be, may transfer, subject to the approval of the principal, to that course. Where the prerequisites have not been met, such transfer may take place, with the approval of the principal, subject to successful completion by the student of the work necessary in such subject or subjects as will meet the requirements.

5(a) A student who has failed to gain pass standing will ordinarily not be allowed to repeat a year more than once in a grade of the same program.

(b) Under special circumstances, with approval of the principal, and by resolution of the Board, a student may be allowed to repeat twice the work of a grade.

(c) A student who has clearly demonstrated inability to meet the requirements of a program of study may be transferred by the principal to an alternative program from which he may be expected to derive benefit.

6 Students who, having completed the four-year program in any branch, wish to obtain the diploma which is awarded after successful completion of grade 12 in the five-year program and admits students to grade 13, may do so by transferring to grade 12 of that program and completing successfully the required number of obligatory and optional subjects of the grade 12 year only. Under these special circumstances, geography, part I (grade 11) may be taken in place of geography, part II (grade 12). Similarly, physics (grade 11) may be taken in lieu of chemistry (grade 12).

In order to devote more time to preparation for the subjects which lead to grade 13, such students may be permitted to offer the Secondary School Graduation Diploma of a four-year program in lieu of one or more of the options from Section C on page 19. Students who hold a Secondary School Graduation Diploma in the Business and Commerce, or Science, Technology, and Trades Branches may offer the diploma in lieu of the double option required in the five-year program of those branches.

Information regarding diplomas and certificates

Statement of standing

The principal of a secondary school shall issue a Statement of Standing on school stationery to a student who leaves school and who has completed satisfactorily one of the following:

(1) Grades 9 and 10 of any four-year program

(2) Grades 9 and 10 of any five-year program

(3) Grade 11 of any four-year or five-year program

(4) A partial year's work in the case of a grade 12 or grade 13 student who leaves school in mid-year.

The statement may be issued at any time during the school year and must show the highest grade satisfactorily completed and any partial year's work which, in the opinion of the principal, is significant.

The area or municipal superintendent, on the recommendation of the principal concerned, shall issue, on his stationery, a Statement of Standing to each student who has completed satisfactorily grades 9 and 10 in an elementary school whether or not the student proceeds to a secondary school.

Certificate of standing

An appropriate Certificate of Standing will be granted, on the recommendation of the principal of the secondary school last attended to a student who has completed successfully the requirements of the two-year program in one of the branches.

Certificate of training

An appropriate Certificate of Training, which will indicate the particular skill or skills required, will be granted on the recommendation of the secondary school principal to a student who has completed successfully a specified course or courses in the occupational program.

Secondary School Graduation Diploma

A Secondary School Graduation Diploma will be granted at the end of the school year on the recommendation of the principal of the secondary school last attended to:

(1) a candidate who has gained 27 credits as defined on page 11 and in accordance with the provisions set out on that page;

(2) a candidate who has completed successfully the four-year program in one of the three branches; or to

(3) a candidate who has completed successfully four years of the five-year program in one of the three branches.

(a) The diploma awarded to a candidate who has completed successfully four years of a five-year program will be endorsed as qualifying him for admission to grade 13.

(b) The diploma will indicate in each case the branch and the program followed.

Note 1 A Secondary School Graduation Diploma, with a designation depending upon the circumstances, may be granted by the principal to a candidate who has successfully completed grade 11 or grade 12 of a five-year program in one of the three branches, or grade 12 of a four-year program in one of the three branches followed by the successful completion of a year's work in any five-year program or four-year program of another branch.

Note 2 A candidate will be recommended by the principal for a Secondary School Graduation Diploma when he has completed successfully a program of study in one of the branches in grades 11 and 12 with the required number of options, provided that all of the work of grade 12 has been taken in an Ontario secondary school or an inspected private school.

The provisions with respect to the Secondary School Graduation Diploma place upon the principal concerned the responsibility for ascertaining whether the candidate has completed successfully the work of grade 11, even if he took that work in another school or obtained standing elsewhere in courses of study which in the opinion of the principal are equal in content to that of the grade 11 work in the required subjects.

Therefore, it is imperative that a student who is changing schools at the end of grade 11 be provided with a definite statement from his principal indicating the extent of his mastery of the work of grade 11. Students should be warned to retain these statements for presentation to the principal concerned, particularly if they are planning to do part of the work of grades 11 and 12 as private-study candidates.

Note 3 A grade 12 student, who is accepted for enrolment in the spring in a post-secondary institution, may be released on April 16, 1970, on the recommendation of the secondary school principal. Such a student will not be eligible for a Secondary School Graduation Diploma, but he will be granted a certificate of standing and a copy of the recommendation for advanced enrolment over the signature of the principal. In addition, the post-secondary institution may issue a certificate at the time of registration indicating that the student has been accepted for admission.

Note 4 The certificates listed under grade 12 in the table of certificates accepted in lieu of prescribed courses in music on page 49, are accepted for diploma purposes, in lieu of, but not in addition to, the music courses in grades 11 and 12. For schools organized on a credit system, the certificates listed under the grade 12 heading may be counted as two credits towards the Secondary School Graduation Diploma.

The various types of Secondary School Graduation Diplomas are listed below. If the student has complied with the requirements laid out in Part B for a particular program and branch, the diploma will be so designated. The subject fields available in the Business and Commerce, Science, Technology, and Trades branches are listed below, but these will not be indicated on the diploma.

General

For Part A programs

– granted after successful completion of 27 credits, in accordance with the provisions of page 11.

Arts and science

Five-year program

– granted after four years successfully completed with the appropriate options.

Four-year program

– granted after four years successfully completed with the appropriate options.

Business and commerce

Five-year program

– granted after four years successfully completed.

Accountancy (accounting and senior business options)
Secretarial (stenography and office practice)

Four-year program

– granted after four years successfully completed.

Bookkeeping
Clerical
Marketing
Stenographic
Data processing
Bookkeeping – bilingual
Clerical – bilingual
Marketing – bilingual
Stenographic – bilingual

Commercial-special

Special
Special – bilingual
Special – clerical
Special – business management
Special – data processing

Science, technology, and trades

Five-year program

– granted after four years successfully completed.

Art
Home economics
Drafting – architectural
Drafting – mechanical
Electricity
Electronics
Industrial chemistry
Industrial physics
Machine shop practice

Four-year program

– granted after four years successfully completed.

Art
Dietary supervisors
Foods and nutrition
Home economics
Textiles and clothing
Food preparation and service
Hairdressing and beauty culture
Nursing assistant
Dental assistant
Agriculture – environmental science
Aircraft mechanics
Air conditioning and refrigeration
Applied electricity
Applied electronics
Applied electricity and applied electronics
Auto body repair
Auto mechanics
Industrial and paper chemistry
Drafting – architectural
Drafting – electrical
Drafting – mechanical
Fine instrument practice
Foundry practice
Fundamentals of construction
Graphic arts (printing)
Industrial chemistry
Industrial physics
Machine shop practice
Plastics
Plumbing
Power plant operating
Sheet metal practice
Welding
Woodworking – building construction
Woodworking – cabinet making
Woodworking – general
Woodworking – pattern making
Special
Elements of construction technology
Elements of electrical technology
Elements of mechanical technology

(Other courses in all branches as established and approved by the Department.)

Provision for private-school candidates
for the Secondary School Graduation Diploma

Note 1 Where the principal of a private school applies to the Minister to have the area superintendent report upon his school with respect to the standard of instruction and the work of the students in the subjects of grades 11 and 12 of the Arts and Science Branch, the Business and Commerce Branch, or the Science, Technology, and Trades Branch, the Minister will arrange for the inspection.

Note 2 Upon the recommendation of the principal of a private school where the area superintendent has reported the quality of teaching and the work of the students as satisfactory, a Secondary School Graduation Diploma of the appropriate program and branch will be granted to a candidate who has completed the program in grades 11 and 12.

Note 3 Principals of private schools where mature candidates are permitted to complete the courses of grades 11 and 12 in one year are reminded of the following:

(a) Students who are admitted to grade 11 with the intention of qualifying for the Secondary School Graduation Diploma, and who were below 19 years of age on the previous September 1, should have completed satisfactorily regular courses of study required for full grade 10 standing. If they have transferred from another secondary school, they should be required to present a signed statement to that effect from the principal concerned.

(b) Of those students who were below 19 years of age on the previous September 1, only those who have failed in one subject, or in very special cases in two subjects, in grade 11, should be permitted to complete the courses in grades 11 and 12 in one year.

Provision for departmental correspondence courses candidates
for the Secondary School Graduation Diploma

Candidates who obtain the required grade 12 standing through the correspondence courses offered by the Department of Education may be recommended for the Secondary School Graduation Diploma by the Director of Correspondence Courses. Refer to the correspondence courses booklet, 1970–71.

Provision for private-study candidates
for the Secondary School Graduation Diploma

Note 1 Where a candidate

(a) has prepared himself by private study for examination in a subject of grades 11 and 12 of the five-year or four-year program in the Arts and Science Branch, or the Business and Commerce Branch, or the Science, Technology, and Trades Branch, and

(b) has obtained at least 50% on tests set at the end of the school year by the principal of a secondary school or of a private school where the area superintendent has reported the quality of teaching and the work of the students as satisfactory, the principal shall give him a statement on the school stationery certifying that he has completed successfully the course of study in grades 11 and 12 in the subject concerned. The principal shall indicate in which branch and program the standing has been obtained.

Note 2 The candidate shall notify the principal as early as possible, but not later than May 1, of his desire to take the tests, and thereupon the principal shall arrange for him to take the tests.

Note 3 Where a private-study candidate notifies the principal of his desire to take tests in any of the subjects leading to a diploma in the Business and Commerce Branch or the Science, Technology, and Trades Branch, the principal shall provide for tests in the practical as well as the written parts of the subjects concerned.

Note 4 Where a private-study candidate has obtained, from one or more principals, evidence that he has completed successfully the program of study in grades 11 and 12 in all the required subjects of one of the branches, he should present this evidence to the principal of the school where he took the last of the tests. Upon receipt of this evidence, the principal shall recommend the candidate for a Secondary School Graduation Diploma of the appropriate branch.

Note 5 Except with the permission of his principal, a student may not be a private-study candidate at any school in a subject of grades 11 and 12 that is taught in the day or evening classes of the secondary school or inspected private school he attends during the school year.

Note 6 A principal shall not be required to provide for a private-study candidate any question paper differing in content from the corresponding one prepared for his own students.

Grade 13 transcript of achievement

A principal shall, on the last school day of June, issue **over his own signature,** to each grade 13 student, a transcript of achievement as the official statement of grade 13 standing.

Secondary School Honour Graduation Diploma

A Secondary School Honour Graduation Diploma will be granted at the end of the school year on the recommendation of the principal of the secondary school at which the candidate has attended the day or evening classes of grade 13, to a candidate who has obtained grade 13 standing in at least seven credits, other than physical education.

Note 1 History, physics, chemistry, biology, accountancy practice or secretarial practice, †mathematics of investment, music, geography, art, and home economics will each count as one credit; the languages will each count as two credits; † *a combination of introduction to analysis (mathematics A) and algebra (mathematics B) will count as three credits.

(a) Standing obtained in either French or Français will be counted for the purposes of the Secondary School Honour Graduation Diploma, but not both.

*Standing in either introduction to analysis (mathematics A) or algebra (mathematics B) will count as two credits.

†Not more than three credits for mathematics may be counted towards the Secondary School Honour Graduation Diploma in 1971.

Note 2 Where a candidate holds seven credits from a previous year (1944–1965 inclusive) when eight credits were required, he may qualify for a Secondary School Honour Graduation Diploma by successfully completing one additional subject in 1971.

Note 3 A grade 13 student who is accepted for enrolment in the spring in a post-secondary institution, and who is released at the end of the third week in April on the recommendation of the secondary school principal, will not be eligible for a Secondary School Honour Graduation Diploma. He will receive, however, a certificate of standing and a copy of the recommendation for advanced enrolment as supplied by the school principal. In addition the post-secondary institution may issue a certificate at the time of registration indicating that the student has been accepted for admission.

The provisions with respect to the Secondary School Honour Graduation Diploma place upon the principal the responsibility for ascertaining whether a candidate has completed successfully the requirements for the diploma when standing in a grade 13 subject was obtained at another school.

Note 4 The certificates listed under grade 13 in the table of certificates accepted in lieu of prescribed courses in music on page 49, are accepted as equivalent to one grade 13 credit for the purpose of the Secondary School Honour Graduation Diploma, provided that the candidate does not also hold standing in grade 13 music. These certificates are accepted even though they may have been accepted for the Secondary School Graduation Diploma.

Provision for private-school candidates
for the Secondary School Honour Graduation Diploma

Note 1 Where the principal of a private school applies to the Minister to have the area superintendent report upon his school with respect to the standard of instruction and the work of the students in the subjects of grade 13, the Minister will arrange for the inspection.

Note 2 Upon the recommendation of the principal of a private school where the area superintendent has reported the quality of teaching and the work of the pupils as satisfactory, grade 13 standing shall be granted to a candidate in the subjects which he has completed successfully and a Secondary School Honour Graduation Diploma shall be granted to a candidate who has completed the requirements.

Provision for departmental correspondence courses
for the Secondary School Honour Graduation Diploma

A candidate who obtains the required grade 13 standing through the correspondence courses offered by the Department of Education shall be recommended for the Secondary School Honour Graduation Diploma by the Director of Correspondence Courses. Refer to the correspondence courses booklet, 1970–71.

Provision for private-study candidates
for the Secondary School Honour Graduation Diploma

Note 1 Where a candidate

(a) has prepared himself by private study for examination in a subject of grade 13, and

(b) has obtained at least 50% on an examination set at the end of the school year by the principal of a secondary school or an inspected private school, where the area superintendent has reported the quality of the teaching and the work of the students as satisfactory, the principal shall give him a statement on school stationery certifying that he has obtained standing in the subject concerned.

Note 2 The candidate shall apply to the principal as early as possible, but not later than May 1, to take the examinations and thereupon the principal shall arrange for him to do so, provided that the subject is taught in the school.

Note 3 Where a private-study candidate has obtained from one or more principals, evidence that he has grade 13 standing in at least seven credits, he should present this evidence to the principal of the school where he took the last of the tests in 1970. Upon receipt of this evidence the principal shall recommend the candidate for the Secondary School Honour Graduation Diploma.

Note 4 Except with the permission of his principal, a pupil may not be a private-study candidate in any school in a subject of grade 13 that is taught in the day or evening classes of the secondary school or inspected private school he attends during the school year.

Note 5 A principal shall not be required to provide for a private-study candidate any question paper differing in content from the corresponding one prepared for his own pupils.

Note 6 Where a candidate holds seven credits from a previous year (1944–1965 inclusive) when eight credits were required, he may qualify for a Secondary School Honour Graduation Diploma by successfully completing one additional subject in 1970–71.

Provision for summer-school candidates

Where a board of education or a separate school board or the Minister conducts a summer school of at least six weeks' duration during July and August in subjects of grades 11, 12 or 13, the principal of the summer school may grant standing in a subject of grades 11, 12 or 13 to a candidate who

(i) studied the subject in the day classes of a secondary school or of an inspected private school during the previous year

(ii) did not fail in more than two subjects at the end of the previous year

(iii) was recommended by his principal for admission to the summer school in not more than two subjects

(iv) attends regularly the summer school classes; and

(v) obtains successful standing in the tests set by the principal of the summer school.

Note 1 The board concerned shall notify the registrar by May 31 of the subjects in which it intends to operate a summer school for the purpose of granting grade 12 and/or grade 13 standing.

Note 2 On or before August 23, the principal of the summer school shall report the standing obtained by a candidate under this section to the principal of the school that the candidate attended during the previous year.

Note 3 Standing in a subject of grades 11, 12 or 13 that is granted by the principal of a summer school under these provisions shall be accepted by the principal of the school attended by the candidate during the previous school year as if it had been granted upon his report.

Note 4 Where a candidate for a Secondary School Graduation Diploma or a Secondary School Honour Graduation Diploma

(a) failed to complete the requirements for the diploma at the end of the school year; and

(b) through attendance and examination at an approved summer school completed the requirements,

the candidate will, upon the recommendation of the principal, be granted a Secondary School Graduation Diploma of the Arts and Science Branch, the Business and Commerce Branch, or the Science, Technology and Trades Branch, or, if applicable, a Secondary School Honour Graduation Diploma.

Note 5 Standing in a subject taken by a candidate in summer school shall be on the basis of the higher of the marks obtained in the summer school and in the regular day-classes of the previous year, and not on the basis of a mark obtained by averaging the two.

Table of Certificates accepted in lieu of prescribed courses in music

(See Note 4, page 43, and Note 4, page 47)

	Grade 12	Grade 13
Royal Conservatory of Music of Toronto	(i) Grade VII Practical and Grade II Theory or Rudiments or (ii) Grade III Theory	(i) Grade VIII Practical and Grade II Theory or Rudiments or (ii) Grade IV Theory
Western Ontario Conservatory, London	(i) Grade Senior VII Practical and Grade II Theory or (ii) Grade III Theory	(i) Grade Senior VIII Practical and Grade II Theory or (ii) Grade IV Theory
Royal Hamilton College of Music	(i) Grade VII Practical and Grade II Theory or (ii) Grade III Theory	(i) Grade VIII Practical and Grade II Theory or (ii) Grade IV Theory
McGill Conservatorium	(i) Grade 9 Practical and Grade 9 Theory or (ii) Grade 10 Theory and T.C.M. Grade III History	(i) Grade 10 Practical and Grade 10 Theory or (ii) Grade 11 Theory
Trinity College London, England	Grade V Practical and Grade IV Theory	(i) Grade VI Practical and Grade V Theory or (ii) Grade VIII Theory
Royal Schools London, England	Grade V Practical and one of, (i) Grade IV Grammar of Music or (ii) Grade IV Theory	Grade VI Practical and one of, (i) Grade IV Grammar of Music or (ii) Grade V Theory

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